DOCUMENT RESUME

ED 129 953 UD 016 494

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TITLE	Identification of the Schools in Which a Considerable Proportion of the Students Come from Disadvantaged Areas. Report on Disadvantaged Schools on the Island of Montreal.
INSTITUTION	Island of Montreal School Council (Quebec).
PUB DATE	Dec 75
NOTE	47p.; A French language version of this document is also available from the School Council of the Island of Montreal
AVAILABLE FROM	School Council of the Island of Montreal, 1415 est, Rue Jarry, Montreal, Quebec H2E 1A7 (Price not quoted)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Census Figures; Community Characteristics; Culturally Disadvantaged; *Disadvantaged Youth; Economically Disadvantaged; *Identification; Religious Factors; Research Methodology; *School Demography; School Statistics; Socially Disadvantaged; Socioeconomic Status; Statistical Data; *Student Enrollment; *Surveys
IDENTIFIERS	*Quebec (Island of Montreal)

ABSTRACT

The focus of this study was to identify schools, located on the Island of Montreal, which may be called "disadvantaged area schools", or, in other words, to identify schools in which a considerable proportion of the students come from disadvantaged areas. Three factors are discussed which are said to produce considerable difficulties in linking schools as such and disadvantaged areas; (1) the lack of homogeneity of the census tracts from a socioeconomic and cultural viewpoint, (2) the coexistence of three school networks in each census tract, and (3) the divergence between the boundaries of the school feeder areas of those of the census districts. In view of these problems, it was considered patent that there was only one way to identify schools in which a considerable proportion of the students come from disadvantaged areas. It was a question of establishing the socioeconomic and cultural profile of the feeder area population of each and every school which serves part or all of one or more of the census tracts that include a disadvantaged area, while taking into account the particular network to which each school belongs--that is, the language and/or religious characteristics of the school. The method by which this has been carried out is examined step by step. (Author/JM)

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ED129953

IDENTIFICATION OF THE SCHOOLS IN WHICH A CONSIDERABLE PROPORTION OF THE STUDENTS COME FROM DISADVANTAGED AREAS

Study prepared for the School Council of the Island of Montreal by Raymond Depatie, Yvon Lefebvre and Claude Parent

December 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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1. OUTLINE OF THE PROBLEM

In a first study on this subject*, 65 census tracts on the Island of Montreal were identified which, from a socio-economic and cultural point of view, include a significant disadvantaged area. The next step was to establish a link between the schools as such and these disadvantaged areas. More specifically, the problem was to identify schools, located on the Island of Montreal, which may be called "disadvantaged area schools", or, in other words, to identify schools in which a considerable proportion of the students come from disadvantaged areas. This, then, is what has been done in the framework of this study.

It is not as easy as it may first appear to be to establish the link between schools as such and disadvantaged areas. The reason for this is a combination of the following three factors; the lack of homogeneity of the census tracts from a socio-economic and cultural viewpoint, the coexistence of three school networks in each census tract and the divergence between the boundaries of the school feeder areas and those of the census districts. The implications of each of these factors will be examined next in some detail.

1.1 The lack of homogeneity of the census tracts from a socio-economic and cultural viewpoint

The first study showed that most of the census tracts are not sufficiently uniform from the point of view of the socio-economic and cultural profile of their inhabitants.** While many census tracts include both a sizeable area that is disadvantaged and one that is "neither disadvantaged nor particularly advantaged", in other words, a middle class area, it is not unusual to find, in one census tract, an area of some importance which is disadvantaged as well as one which is clearly advantaged from a socio-economic and cultural standpoint. This is, of course, the result of an imperfect partition of the Island of Montreal into census tracts (by Statistics Canada).

This lack of uniformity tends to lead to situations like the following: if, for example, several French Catholic Schools are attended exclusively by children living in a census tract that includes a sizeable disadvantaged area, it does not necessarily follow that each of these schools has a considerable proportion of students from a disadvantaged area. In fact, because

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* R. Depatie, Y. Lefebvre and C. Parent, "RAPPORT SUR LES ZONES DEFAVORISEES DE L'ILE DE MONTREAL", School Council of the Island of Montreal, December 1974.

** R. Depatie, Y. Lefebvre and C. Parent, op.cit., page 20.

this kind of census tract would normally also include a significant area which, strictly speaking, is not disadvantaged, it is quite possible that one or more of these schools (in spite of the fact that the children attending these schools live in a census tract which includes a sizeable disadvantaged area) draws the majority of its students from an area which is not disadvantaged.

1.2 The coexistence of three school networks in each district

While this second factor may, for all practical purposes, be considered as a facet of the first one, it is nevertheless worthwhile examining it separately. It is a known fact that, even in the smallest tract of the Island of Montreal, children come under the jurisdiction of one or other of the three school networks.

To understand the implications of this factor, let us take as an example, three schools: a French Catholic, an English Catholic and a Protestant school, which serve all the children living in a given census tract which includes a sizeable disadvantaged area. It has already been shown that it is impossible to conclude automatically that each of these schools has a considerable proportion of students from a disadvantaged area because this kind of census tract would usually also include a sizeable area which is not disadvantaged. There is, however, another reason why, in this particular case, each of these schools cannot necessarily be classified as a "disadvantaged area school". It is possible to find, within a given census tract, most of the French Catholics living in a disadvantaged area, while most of the English Catholics and Protestants live in areas that are not strictly disadvantaged, although they may be far from being advantaged. Or alternatively, in a given tract, most of the English Catholics may live in a disadvantaged area (this would indeed be true in the case of Catholics who had recently immigrated), while most of the French Catholics and Protestants live in an area which is not disadvantaged. In either case, only one of the three schools would actually be a "disadvantaged area school".

1.3 The divergence between the territorial boundaries of the school feeder areas and those of the census tracts

This is another important problem. In most cases, the territorial boundaries of the school feeder areas do not correspond to those of the census tract in which they are located, or even to those of adjoining census tracts. This means that even if all the children living in a given census tract actually live in a

disadvantaged area, the school attended by these children is not necessarily a "disadvantaged area school". The reason for this is that it is quite possible that this particular school is also attended by students who live in adjacent census tracts which have no disadvantaged areas and that these students form the majority of the student population of this school. The school, then, would be one that is primarily, but not entirely, attended by students from areas which are not disadvantaged. A considerable number of schools of this kind certainly exist on the Island of Montreal.*

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* In fact, most schools on the Island of Montreal have students from disadvantaged areas, although in the majority of these schools such students are distinctly in the minority. This statement is supported by the fact that in 25% of all the census tracts on the Island of Montreal, barely 50% of all the families with school-age children (living on the Island of Montreal) had an income of less than $5,000. in 1970. This shows that "poor" families are much more scattered throughout the Island of Montreal than might at first appear to be the case.

2. PROCEDURE

In the light of the problems outlined above, it became obvious that there was only one way to identify schools in which a considerable proportion of the students come from disadvantaged areas. It was a question of establishing the socio-economic and cultural profile of the feeder area population of each and every school which serves part or all of one or more of the census tracts that include a disadvantaged area, while taking into account the particular network to which each school belongs, that is, the language and/or religious characteristics of the school. Let us examine, step by step, how this has been carried out.

2.1 The increase in the number of disadvantaged census tracts

In the previous study, 65 census tracts were identified as including a fairly significant disadvantaged area in terms of the absolute numbers of children and families. In this study however, it was also necessary to take into account fifty census tracts which either constitute, or include, an area which can be called a "small" disadvantaged area, in other words, an area which is clearly disadvantaged, but fairly insignificant in terms of the absolute numbers of children and families. This step is necessary in the framework of this study for reasons that become obvious when each school is examined individually. For example, a clearly disadvantaged "small" area may be quite insignificant in relation to the total disadvantaged population of the Island of Montreal but it becomes very important if the children living in it, together with children from one or more other "small" disadvantaged areas in one or more other census tracts (adjacent or not), constitute a majority of the students in a given school. The census tracts which include a disadvantaged area that is quite small are those in which the percentage value for the majority of variables that make up the Global Index is particularly high, whereas the numerical value is relatively low (which explains why they are not among the 65 disadvantaged tracts identified in the previous study). A typical district would be one for example, which has barely one hundred families with school-age children in it and where 55% of these families have an income of less than $5,000. per year, 85% of the mothers have seven years schooling or less, 35% of the fathers are unemployed and so on. The following census tracts include a "small" disadvantaged area:

14	38	52	69	134	241
20	41	53	70	138	263
23	42	54	76	142	305
24	43	56	80	164	390
27	47	57	82	210	395
29	49	58	84	219	603
34	50	59	93	223	582
36	51	61	133	240	

If these 47 census tracts which constitute, or include, an area that is clearly disadvantaged, but relatively small are added to the 65 census tracts which include a sizeable disadvantaged area, the total comes to 112 districts or approximately 25% of all the census tracts on the Island of Montreal, These are the districts which will be examined in the framework of this study.

2.2 Selection of the schools to be examined

Three categories of schools have been retained as being potential "disadvantaged area schools"; in other words, those schools whose feeder area population's socio-economic and cultural profile was examined:

a) Every elementary school on the Island of Montreal whose feeder area covers, partially or totally, the territory of one or more of the 112 census tracts which have been retained (152 schools);

b) a certain number of elementary schools which do not come under the first category, but which were included among the potential "disadvantaged area schools" at the request of the authorities in certain school boards (19 schools);

c) a very few elementary schools which do not come under either of the two first categories, but which already have intervention programmes for their disadvantaged students, that is, schools which, in fact, are already considered to be "disadvantaged area schools" (4 schools).

A total of 175 elementary schools, belonging to all the school boards on the Island of Montreal, except the Lakeshore School Board was selected through this procedure and these schools were considered, from the beginning, to be potential "disadvantaged area schools" which consequently had to be examined individually.

2.3 Definition of the population of a school feeder area

In terms of the particular school network to which each of the 175 schools belongs, the population living in the feeder area of a school is defined as follows:

a) For schools belonging to the Protestant School Board of Greater Montreal, parents and children living in the feeder area who are not Roman Catholic;

b) For schools belonging to the English section of a Catholic School Board, parents and children living in the feeder area who are Roman Catholic but whose working language is not French;

c) For schools belonging to the French section of a Catholic School Board, parents and children living in the feeder area who are Roman Catholic and whose working language is French.

The use of this procedure involves making a whole series of implicit assumptions regarding the habits of the school population: that all French-speaking children attend French schools; that all Roman Catholic children attend Catholic schools and so on. These assumptions are certainly not 100% valid, but it should be understood that there was no other possible procedure to use under the circumstances.

2.4 The variables used to determine the socio-economic and cultural profile of the population of a school feeder area

10 of the 13 variables which made up the Global Index of a census tract in the provious study were used*:

a) The percentage of families with school-age children and whose total income is less than $5,000;

b) the percentage of families with school-age children and whose total income is equal to or more than $10,000;

c) the percentage of mothers with 7 or less years of schooling;

d) the percentage of mothers with 12 or more years of schooling;

e) the percentage of fathers employed as manual workers;

f) the percentage of fathers with an administrative, professional or technical occupation;

g) the percentage of single-parent families;

h) the percentage of fathers who are out of work (i.e. who are unemployed or disabled);

i) the percentage of persons 15 to 18 years of age who no longer attend school;

j) the percentage of families with 5 or more children.

The three variables used in the previous report, but not included here, are: the percentage of dwellings without a bath or shower, the percentage of dwellings with one or more lodgers, the percentage of families without children whose total income is less than $3,000. With regard to the first of these, data relating the characteristics of tenan

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* The precise definition of each of these variables can be found in the appendix.

to their dwellings for each ward were not available at the time for enumeration tracts. The other two variables were not pertinent to this study because they are not specifically related to the population in question (i.e. they are variables related to environment) which is divided according to language and/or religion; for example, in a given feeder area, there is no way of knowing whether dwellings with tenants form as much a part of non-Catholic as Catholic children's environment or non-French as French children's environment.

2.5 The statistical territorial units used for statistical purposes

It has already been shown that there is often a divergence between the territorial boundaries of the school feeder areas and those of the census tracts. It is for this reason that, in the present study, it was necessary to work with enumeration tracts (subdivisions of census tracts) as well as census tracts. A school feeder area, then, comprises a group of census tracts, census tracts and enumeration tracts, or a group of enumeration tracts only, as the case may be. There is, however, one small problem: in some cases, sections of the school feeder area boundaries do not correspond exactly to the boundaries of some of the enumeration tracts but this does not have any serious effect on the accuracy of the results because the area included in the typical enumeration tract is very small (i.e. a few blocks of houses).

2.6 The Synthetic Index

Following the procedure which has been outlined, a value was established for each of the 10 variables which relate to the population (with its respective language and/or religious characteristics) of the feeder areas of each of the 175 elementary schools selected. A measure, or more precisely, an index, was needed to sum up, for each school, the value established for each of the 10 variables for the school in question, a measure which we called the "Synthetic Index". The method used to make up the Index is outlined below*.

2.7 The "self-weighting" of certain variables

The technique of "self-weighting" used in the previous report, where the units studied were census tracts instead of schools, is used here for the same reasons**, and applied to the following variables:

i) The percentage of families with school-age children and with a total income equal to or more than $10,000;

ii) the percentage of mothers with 12 or more years of schooling;

iii) the percentage of fathers with an administrative, professional or technical occupation.

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* The formula used and its application is the same as that of the Global Index in the previous report.

** R. Depatie, Y. Lefebvre and C. Parent, op.cit., page 59.

2.8 The standardization of variables

The 10 variables have been standarized in the same way and for the same reasons* as they were in the first report, where the units studied were census tracts instead of schools. There is, however, a difference, in that in this report, the range of variation between the minimum and maximum value for each variable has been divided into 25 "ranks" of equal value instead of 50 ranks. The decision to halve the number of ranks stems from the fact that, in the previous study, the use of 50 ranks gave rise to overly restrictive interpretations of the results. In fact, the relatively high number of ranks tended to show up ranking differences between disadvantaged census tracts which, in fact, were equally disadvantaged if the real significance of the variables used was taken into account. In the framework of this study, therefore, it seemed appropriate to standardize the different variables by means of ranks that are twice the size of those used in the first report.

2.9 The relative weight of each variable

The different variables which constitute the Synthetic Index are the same ones, with the exception of three, which constituted the Global Index in the previous report. The relative weight that each of these had in the Global Index formula was proportional to its "degree of accuracy" as a true indicator or disadvantaged areas, that is, to its efficiency in measuring the "degree" to which a given population is disadvantaged**. It seemed logical to retain the same relative weights in this study and therefore, the relative weight of each of the 10 variables in relation to the other nine variables is exactly the same in the Synthetic Index as it was in the Global Index. The relative weight of each of the variables in the Synthetic Index formula is given below:

Variable	Relative Weight
a) The percentage of families with school-age children and with a total income less than $5,000.;	11.0%
b) the percentage of families with school-age children and with a total income equal to or over $10,000.;	10.9%
c) the percentage of mothers with 7 or less years of schooling;	11.0%
d) the percentage of mothers with 12 or more years of schooling;	9.3%

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* See R. Depatie, Y. Lefebvre and C. Parent, op.cit., page 62.
** See R. Depatie, Y. Lefebvre and C. Parent, op.cit., page 63.

Variable		Relative weight
e)	the percentage of fathers employed as manual workers;	10.4%
f)	the percentage of fathers with an administrative, professional or technical occupation;	9.7%
g)	the percentage of single-parent families;	9.8%
h)	the percentage of fathers out of work (i.e. who are unemployed or disabled);	10.6%
i)	the percentage of persons 15 to 18 years of age who no longer attend school;	9.0%
j)	the percentage of families with 5 or more children;	8.3%
	TOTAL, for the 10 variables	100.0%

2.10 The Synthetic Index formula

The value taken by the Synthetic Index for any given school (of the 175 selected) indicates the "relative degree" to which this school is disadvantaged in relation to other schools. The Synthetic Index is defined in the following way:

$$I_j = \sum_{i=1}^{10} a_i R_{ij}$$

where I_j = Synthetic Index value for school j

a_i = relative weight of variable i

R_{ij} = rank of school j for variable i

In other words, for a given school, the Synthetic Index value is equal to the sum of the ranks held by that school for each of the 10 variables, each of these ranks being multiplied by the relative weight of the variable to which it relates. Given that the sum of the relative weight (expressed in decimal fractions) of all the variables is equal to one, this indicates that if a school holds the first rank for each of the 10 variables, the Synthetic Index value for that school will equal one and that if a school holds the last rank (i.e. the 25th rank) for each of the 10 variables, the Synthetic Index value for that school will equal 25. Thus, the Synthetic Index value has a range of variation between 1 and 25.

2.11 When two or more schools serve the same area

There are a number of instances where two or more schools, offering the same elementary grade levels to students of the same sex, serve more or less the same area. This occurs most often with schools under the P.S.B.G.M. and the English section of the M.C.S.C. In such cases, the results obtained will obviously be less reliable. For example, if three English Catholic schools serve an area which includes 600 English Catholic families, and of these, only 20%, or 120 families, have an income of less than $5,000., the results would indicate that none of these schools is attended by a large group of "poor" children. However, if the children of most of these "poor" families attend the same school (which is very likely), the results are not very reliable because one of the three schools would, in fact, have a sizeable group of "poor" students. Without taking a census of each school, the problem could not be overcome in the framework of this study.

2.12 Limitations imposed by the confidential nature of data

It must surely have been noted that the data used in this study are related to families or individuals with one or more children 0-17 years of age, while the study only involves elementary schools. Obviously, data exclusively related to families or individuals with one or more children 5-12 years of age should have been used, but as the number of such families is very much smaller than the number of families with one or more children 0-17 years of age, the data pertaining to the families with younger children were not available owing to regulations governing the confidential nature of data for populations of small size. In any case, the data are already sufficiently refined, as the total population has been sub-divided into religious and/or language groups.

It is important to note here that, in our opinion, the fact that the data relate to families or individuals with children 0-17 years of age does not seriously affect the accuracy of the results. It would, for example, be extremely unlikely that, in a given area, the majority of French Catholic families with children 0-17 years of age live in a clearly disadvantaged area while the majority of French Catholic families with children 13-17 years of age do not live in a disadvantaged area.

3. RESULTS

A table will be found at the end of this section which gives the results of the study. This table provides the following information:

a) the rank held by each school in the scale which measures the degree to which each school is disadvantaged;

b) the name of each school (or schools in a group of schools);

c) the school board to which each school belongs;

d) the Synthetic Index value for each school (or group of schools);

e) the total number of students enrolled in each school;

f) the "percentage of immigrants" in each school; that is, the number of families living in the school feeder area with one or more children under 18 and whose head (who is either non-Catholic, Catholic but not French-speaking, or French-speaking Catholic, depending on the school in question), arrived in Canada between July 1961 and June 1971, as a percentage of the total number of families living in the school feeder area with one or more children under 18 (whose head is either non-Catholic, Catholic but not French-speaking, or French-speaking Catholic, depending on the school in question).

3.1 Interpretation of the results

The results shown in the Synthetic Index should be interpreted as follows: the lower the Synthetic Index value, the greater the "degree" to which a school (or group of schools) is disadvantaged. It is extremely important when the results of this study are being examined, to bear in mind the limitations outlined in several sections of this report. These limitations, which may be more or less significant depending on the situation, make it impossible to achieve results that are 100% accurate. The results should not, however, be considered as more or less valid approximations because, in most cases, the limitations do not have a very serious effect. The results, then, with rare exceptions that should be interpreted with extreme caution, give an accurate picture of the situation.

3.2 An important factor to be considered

It is extremely important to understand that the 175 schools that have been examined in this study are not necessarily the 175 most disadvantaged, or least advantaged schools on the Island of Montreal. In fact, it is fairly certain that if each and every school on the Island of Montreal had been studied, several schools which are not among the 175, would have been found to be substantially more disadvantaged than some of the schools in the lower half of the scale of the 175 that were examined.

3.3 The question of absolute numbers

There is another very important dimension to this question of "disadvantaged area schools". In this study, only the percentage value of the variables has been used and therefore, the Synthetic Index represents a combination of percentages. Schools, however, show wide variations in the size of their student population. The practical implications are seen in the following example. Consider a group of 200 children living in a clearly disadvantaged area. If these 200 children, with 100 other children who do not come from a disadvantaged area, attend a certain school, this school will rightly be considered a "disadvantaged area school", because two thirds of its students come from a disadvantaged area. On the other hand, if these same 200 children attend a school with 700 other children who do not come from a disadvantaged area, this school could hardly be considered a"disadvantaged area school", and yet, this school does in fact have 200 children, a significant number, from a disadvantaged area.

In other words, the size of schools is the problem here. If a given student population, which includes a fairly large number of disadvantaged students who represent only a relatively small proportion of the total, is divided among several small schools, it is possible that one or more of these schools will be considered "disadvantaged area schools", but if this same student population is concentrated in one large school, that school would not be rated as a "disadvantaged area school". This means that a strictly administrative factor, the size of schools, will have quite serious implications when intervention programmes for disadvantaged areas are put into effect in the schools.

The table which gives the results of this study also gives the size of the schools, to enable the reader to identify those schools where disadvantaged children are in the minority, but where their absolute number is nevertheless quite large.

3.4 Comparison of the results of both studies

The following fact should be borne in mind when a comparison of the results of both studies is made: while the previous study dealt with the population as a whole, regardless of the language and religion of its members, this study has dealt with three sub-groups of the population; Protestant, English Catholic, and French Catholic. This factor has certain practical implications. It would not, for example, be surprising to find, in some instances, that there are no "disadvantaged area schools" within, or in the immediate neighbourhood of a census tract or group of census tracts which were identified in the previous report as including a significant disadvantaged area.

This can be readily explained. The population living in a significant disadvantaged area is normally divided into three sub-groups, according to religion and language (Protestant, English Catholic, and French Catholic); it is quite possible that the children in each of these sub-groups attend schools where they are in the minority; in other words, schools where the great majority of students do not come from disadvantaged areas. In such cases, significant disadvantaged areas would not have a corresponding "disadvantaged area school". It should not be forgotten that disadvantaged Protestants, English Catholics, and French Catholics can constitute a significant disadvantaged group when they are considered together, but if they are taken separately, each sub-group could make up only a small proportion of the population in the feeder areas of their schools. This is another illustration of what may occur when intervention programmes for disadvantaged areas are put into effect through the educational system, which, on the Island of Montreal, is always divided into three separate networks with respect to language and religion.

3.5 Schools serving disadvantaged areas which should be given first consideration in planning intervention programmes

There are no absolute criteria for determining whether a school has, in fact a considerable number of students from disadvantaged areas; there are only relative ones. For this reason priority in planning intervention programmes would probably be given to schools with the highest percentage of students from disadvantaged areas in relation to other schools, given the fact that all that can be reliably determined is that such schools have a higher proportion of disadvantaged students than others. There is, however a problem concerning numbers: should intervention measures be undertaken in 50 such schools, or 75, 83 or 104? And if, for example, 50 is the number chosen, why 50, instead of 75, 83 or 104?

The following is a possible solution to this crucial problem. In the table at the end of this section which gives the Synthetic Index value for each school, the 77 schools (or groups of schools) which are listed above the dotted line and whose Index value is less than 12, have two interesting characteristics. First, these 77 elementary schools, or groups of schools, should obviously be considered the most disadvantaged on the Island of Montreal. Secondly, and this is very important, these 77 schools, or groups of schools, serve approximately 20% of the total elementary school population on the Island of Montreal. This means that if intervention measures were carried out in all the schools whose Synthetic Index value is less than 12, approximately 20% of the elementary school population of the Island of Montreal, the 20% who have the greatest need, would benefit.

The figure of 20 % should not be regarded as definitive, on the contrary, 15% or 25% would be equally valid. However, it is current practice to divide a given population into quintiles (i.e. 5 sections of 20%) and normally the quintile which has the lowest income, level of shooling, and so on, is considered to be the most disadvantaged section of the population. This is, however, only a relative concept. For example, the threshold for low income of $5,000. was selected (in this report as well as the preceding one) for the income variable because approximately 20% of all families with school-age children and living on the Island of Montreal in 1970, had an income of less than $5,000.

If this somewhat arbitrary criterion of 20% is used, the students who make up the most disadvantaged 20% of the total elementary school population on the Island of Montreal, is distributed among the various school boards as follows:

M.C.S.C.	81.8%
P.S.B.G.M.	12.9%
Verdun	4.0%
Sault-Saint-Louis	1.3%
TOTAL (of all the schools with a Synthetic Index value less than 12)	100.0%

CLASSIFICATION OF SCHOOLS ACCORDING TO THEIR SYNTHETIC INDEX VALUE

RANK	SCHOOL	SCHOOL BOARD	SYNTHETIC INDEX VALUE	NUMBER OF STUDENTS IN THE SCHOOL	PERCENTAGE OF IMMIGRANTS (%)
1	St-Joseph	M.C.S.C.	2	341	1
2	Marguerite-Bourgeoys	M.C.S.C.	5	230	0
2	St-Jean-Baptiste	M.C.S.C.	5	545	5
2	St-Jacques	M.C.S.C.	5	221	3
2	Royal Arthur	P.S.B.G.M.	5	297	8
3	Lartigue and annexe	M.C.S.C.	6	464	1
3	Ste-Cunégonde	M.C.S.C.	6	347	0
3	St-Anthony's	M.C.S.C.	6	140	10
3	Jean-Jacques-Olier	M.C.S.C.	6	441	9
3	Ste-Brigide	M.C.S.C.	6	378	1
3	Champlain	M.C.S.C.	6	580	2
4	St-Enfant-Jésus	M.C.S.C.	7	486	4
4	Garneau Salaberry	M.C.S.C.	7	364 244	3
4	Lorne Riverside	P.S.B.G.M.	7	450 82	1

CLASSIFICATION OF SCHOOLS ACCORDING TO THEIR SYNTHETIC INDEX VALUE

RANK	SCHOOL	SCHOOL BOARD	SYNTHETIC INDEX VALUE	NUMBER OF STUDENTS IN THE SCHOOL	PERCENTAGE OF IMMIGRANTS (%)
4	St-Louis	M.C.S.C.	7	534	1
4	Lambert-Closse	M.C.S.C.	7	486	2
4	Our Lady of Mount Royal	M.C.S.C.	7	884	60
5	Victor Rousselot	M.C.S.C.	8	518	0
5	Jeanne Leber	M.C.S.C.	8	684	0
5	St-Dominic's	M.C.S.C.	8	245	28
5	St-Charles and annexe	M.C.S.C.	8	680	1
5	Charlevoix	M.C.S.C.	8	295	0
5	Ste-Clotilde	M.C.S.C.	8	254	0
5	Jacques-Viger	M.C.S.C.	8	336	0
5	Adélard-Langevin Malvina-Marchand	M.C.S.C.	8	344 255	1
5	Edward VII	P.S.B.G.M.	8	724	48
6	St-Gabriel's	M.C.S.C.	9	507	5
6	Gédéon-Ouimet St-Eusèbe	M.C.S.C.	9	297 558	2
6	St-Patrick's	M.C.S.C.	9	652	60
6	Cherrier	M.C.S.C.	9	344	5

CLASSIFICATION OF SCHOOLS ACCORDING TO THEIR SYNTHETIC INDEX VALUE

RANK	SCHOOL	SCHOOL BOARD	SYNTHETIC INDEX VALUE	NUMBER OF STUDENTS IN THE SCHOOL	PERCENTAGE OF IMMIGRANTS (%)
6	Marie-Anne	M.C.S.C.	9	571	3
6	St-Zotique	M.C.S.C.	9	295	0
6	Frontenac St-Anselme	M.C.S.C.	9	302 408	3
6	St-Mathias-Apôtre	M.C.S.C.	9	452	0
6	Louis-Hippolyte-Lafontaine	M.C.S.C.	9	571	1
6	La Nativité	M.C.S.C.	9	255	1
6	Champagnat Laurier	M.C.S.C.	9	419 449	1
6	Baril	M.C.S.C.	9	747	3
6	St-Joseph de R.D.P. annexe	M.C.S.C.	9	107	0
7	Nazareth Luke Callaghan Memorial	M.C.S.C.	10	449 768	47
7	Devonshire	P.S.B.G.M.	10	420	33
7	St-Joseph de R.D.P. Notre-Dame de la Paix	M.C.S.C.	10	131 267	0
7	Notre-Dame de Fatima annexe	M.C.S.C.	10	186	2
7	Bannantyne	P.S.B.G.M.	10	305	7
7	Ludger-Duvernay	M.C.S.C.	10	430	0

CLASSIFICATION OF SCHOOLS ACCORDING TO THEIR SYNTHETIC INDEX VALUE

RANK	SCHOOL	SCHOOL BOARD	SYNTHETIC INDEX VALUE	NUMBER OF STUDENTS IN THE SCHOOL	PERCENTAGE OF IMMIGRANTS (%)
7	Maisonneuve	P.S.B.G.M.	10	280	10
7	St-Nom-de-Jésus	M.C.S.C.	10	747	0
7	Our Lady of Consolata	M.C.S.C.	10	580	46
7	St-Etienne and annexe	M.C.S.C.	10	461	2
7	Ste-Jeanne-d'Arc	M.C.S.C.	10	665	1
7	Holy Family	M.C.S.C.	10	528	37
7	Ste-Gemma-Galgani	M.C.S.C.	10	299	2
7	Emmett Mullaly	M.C.S.C.	10	649	25
7	St-Dorothy's	M.C.S.C.	10	768	31
7	Francesca Cabrini	M.C.S.C.	10	581	38
8	Barclay	P.S.B.G.M.	11	1081	49
8	St-Ambroise and annexe	M.C.S.C.	11	574	2
8	Bancroft	P.S.B.G.M.	11	783	40
8	Emily Carr	M.C.S.C.	11	505	44
8	St-Jean-Baptiste-de-LaSalle	M.C.S.C.	11	452	1
8	Elementaire Richard	Verdun	11	522	0
8	John XXIII	M.C.S.C.	11	555	28

CLASSIFICATION OF SCHOOLS ACCORDING TO THEIR SYNTHETIC INDEX VALUE

RANK	SCHOOL	SCHOOL BOARD	SYNTHETIC INDEX VALUE	NUMBER OF STUDENTS IN THE SCHOOL	PERCENTAGE OF IMMIGRANTS (%)
8	Bienville and annexe	M.C.S.C.	11	771	2
8	Alfred Joyce	P.S.B.G.M.	11	200	38
8	Our Lady of Charity St-Finnbarr's St-Michael's	M.C.S.C.	11	592 307 564	29
8	St-Willibrord	Verdun	11	388	6
8	Peace Centennial	P.S.B.G.M.	11	302	10
8	St-Clément St-Paul-de-Viauville	M.C.S.C.	11	606 568	1
8	St-Jean-de-la-Lande and annexe	M.C.S.C.	11	432	1
8	Ste-Cécile	M.C.S.C.	11	535	2
8	Notre-Dame-du-Perpétuel-Secours	M.C.S.C.	11	694	2
8	Holy Cross	M.C.S.C.	11	331	25
8	Savaria Jardin des Saints Anges	Sault-St-Louis	11	264 300	1
8	St-Francis of Assisi Mother SEton	M.C.S.C.	11	299 475	27
8	Notre-Dame-des-Sept-Douleurs	Verdun	11	422	0

CLASSIFICATION OF SCHOOLS ACCORDING TO THEIR SYNTHETIC INDEX VALUE

RANK	SCHOOL	SCHOOL BOARD	SYNTHETIC INDEX VALUE	NUMBER OF STUDENTS IN THE SCHOOL	PERCENTAGE OF IMMIGRANTS (%)
8	Notre-Dame-Auxiliatrice	Verdun	11	321	0
8	Notre-Dame-de-l'Assomption	M.C.S.C.	11	361	0
9	Notre-Dame-de-la-Merci	M.C.S.C.	12	103	4
9	St-Aloysius	M.C.S.C.	12	208	19
9	St-Noël-Chabanel	M.C.S.C.	12	767	3
9	Place aux Jeunes Notre-Dame-de-la-Paux	Verdun	12	264 577	0
9	John Cabot	M.C.S.C.	12	597	32
9	René Pelletier	Jérôme-LeRoyer	12	400	0
9	St-John Bosco	M.C.S.C.	12	685	28
9	St-Arsène	M.C.S.C.	12	422	4
9	St-Grégoire-le-Grand	M.C.S.C.	12	412	2
9	St-Octave	Jérôme-LeRoyer	12	400	0
9	Marie-Rivier	M.C.S.C.	12	394	2
9	Eugenio Pacelli	M.C.S.C.	12	448	39
9	St-Barthélémy annexe	M.C.S.C.	12	203	1

CLASSIFICATION OF SCHOOLS ACCORDING TO THEIR SYNTHETIC INDEX VALUE

RANK	SCHOOL	SCHOOL BOARD	SYNTHETIC INDEX VALUE	NUMBER OF STUDENTS IN THE SCHOOL	PERCENTAGE OF IMMIGRANTS (%)
9	Dollard-des-Ormeaux	M.C.S.C.	12	658	1
9	Regina Pacis St-Alice's	M.C.S.C.	12	308 520	29
9	Ste-Bernadette-Soubirous	M.C.S.C.	12	616	3
9	Marie-de-l'Incarnation and annexe	M.C.S.C.	12	584	2
9	Sinclair Laird	P.S.B.G.M.	12	570	51
9	Westbrook	P.S.B.G.M.	12	221	12
9	Woodland	P.S.B.G.M.	12	419	4
9	St-Barthélémy	M.C.S.C.	12	558	1
9	St-Columban's	M.C.S.C.	12	387	25
9	Bélanger Martin	Sault-St-Louis	12	254 318	1
9	Cardinal-Léger	Jérôme-LeRoyer	12	522	1
9	St-Joseph	Jérôme-LeRoyer	12	700	3
9	Notre-Dame-du-Bois-Franc Pie-XII	Sainte-Croix	12	300 275	7
9	Montcalm Ste-Lucie	M.C.S.C.	12	596 512	2

CLASSIFICATION OF SCHOOLS ACCORDING TO THEIR SYNTHETIC INDEX VALUE

RANK	SCHOOL	SCHOOL BOARD	SYNTHETIC INDEX VALUE	NUMBER OF STUDENTS IN THE SCHOOL	PERCENTAGE OF IMMIGRANTS (%)
9	Jacques-Bizard	Baldwin-Cartier	12	344	0
9	All Saints	M.C.S.C.	12	396	20
9	Our Lady of Pompei	M.C.S.C.	12	453	30
9	Laurence O'Toole	M.C.S.C.	12	348	16
10	Guy Drummond	P.S.B.G.M.	13	624	34
10	Honoré-Mercier (English section)	Jérôme-LeRoyer	13	410	31
10	Notre-Dame de Fatima	M.C.S.C.	13	173	0
10	Théodore-Viau	M.C.S.C.	13	304	1
10	St-Bernardin and annexe	M.C.S.C.	13	525	2
10	Ste-Germaine-Cousin De La Rousselière	Jérôme-LeRoyer	13	216 266	1
10	St-Emile	M.C.S.C.	13	189	1
10	Barthélémy-Vimont	M.C.S.C.	13	311	18
10	Louis-Dupire	M.C.S.C.	13	533	3
10	Gérald McShane	M.C.S.C.	13	984	22
10	Blessed Sacrament	Sault-St-Louis	13	276	13
10	Wilfrid-Bastien (English section)	Jérôme-LeRoyer	13	280	26

CLASSIFICATION OF SCHOOLS ACCORDING TO THEIR SYNTHETIC INDEX VALUE

RANK	SCHOOL	SCHOOL BOARD	SYNTHETIC INDEX VALUE	NUMBER OF STUDENTS IN THE SCHOOL	PERCENTAGE OF IMMIGRANTS (%)
10	Maple Hill	P.S.B.G.M.	13	364	11
10	Frederick Banting	M.C.S.C.	13	459	21
10	Louis-Fréchette Ste-Gertrude	M.C.S.C.	13	458 510	4
10	Alphone-Pesant (English section)	Jérôme-LeRoyer	13	320	28
10	Lambert-Closse (English section)	Jérôme-LeRoyer	13	348	12
10	St-Enfant-Jésus	Jérôme-LeRoyer	13	260	3
10	Marguerite-Bourgeoys	Jérôme-LeRoyer	13	450	0
10	Basile-Routhier	M.C.S.C.	13	218	3
10	Fernand-Gauthier	M.C.S.C.	13	415	4
10	St-Vincent-Marie-Strambi	M.C.S.C.	13	529	1
10	Henri-Dunant Monseigneur Boileau	Sault-St-Louis	13	281 253	1
10	St-Donat and annexe	M.C.S.C.	13	639	2
11	Dante (English section)	Jérôme-LeRoyer	14	295	23
11	Caunnaught	P.S.B.G.M.	14	148	3
11	St-Gabriel-Lalemant	M.C.S.C.	14	282	9
11	Coubertin (English section)	Jérôme-LeRoyer	14	525	29

CLASSIFICATION OF SCHOOLS ACCORDING TO THEIR SYNTHETIC INDEX VALUE

RANK	SCHOOL	SCHOOL BOARD	SYNTHETIC INDEX VALUE	NUMBER OF STUDENTS IN THE SCHOOL	PERCENTAGE OF IMMIGRANTS (%)
11	Notre-Dame-de-Grâce annexe	M.C.S.C.	14	118	4
11	Philippe-Labarre	M.C.S.C.	14	470	4
11	Montmartre	Jérôme-LeRoyer	14	400	1
11	Ogilvie	P.S.B.G.M.	14	468	14
11	Clément	Sault-St-Louis	14	457	16
11	Ste-Marthe and annexe	M.C.S.C.	14	452	11
11	St-Rémi	M.C.S.C.	14	514	3
11	Bedford	P.S.B.G.M.	14	480	48
11	Jean-Nicolet St-Camille-de-Lellis	M.C.S.C.	14	595 392	1
11	Paul-Gratton	Jérôme-LeRoyer	14	292	0
11	McLearon	Jérôme-LeRoyer	14	355	5
11	Edward Murphy	M.C.S.C.	14	524	23
12	Henri-Forest - Immaculée	Sault-St-Louis	15	414 291	2
12	Jules Verne	M.C.S.C.	15	1125	6
12	Honoré-Mercier (English section)	Jérôme-LeRoyer	15	460	5
12	François Labernarde	Jérôme-LeRoyer	15	600	2

CLASSIFICATION OF SCHOOLS ACCORDING TO THEIR SYNTHETIC INDEX VALUE

RANK	SCHOOL	SCHOOL BOARD	SYNTHETIC INDEX VALUE	NUMBER OF STUDENTS IN THE SCHOOL	PERCENTAGE OF IMMIGRANTS (%)
12	St-Marcel	Jérôme-LeRoyer	15	500	0
12	Coronation	P.S.B.G.M.	15	444	36
13	Laurendeau-Dunton (Eng. section)	Sault-St-Louis	16	946	12
13	Félix-Leclerc	Jérôme-LeRoyer	16	602	0
13	Lajoie	Sainte-Croix	16	400	12
13	Adélard-Desrosiers	M.C.S.C.	16	799	3
13	St-Simon-Apôtre	M.C.S.C.	16	231	8
13	Dante (French section)	Jérôme-LeRoyer	16	280	8
13	Le Carignan	M.C.S.C.	16	766	6
13	Alphonse-Pesant (French section)	Jérôme-LeRoyer	16	480	4
13	Coubertin (French section)	Jérôme-LeRoyer	16	450	6
13	Wilfrid-Bastien (French section)	Jérôme-LeRoyer	16	420	1
13	Lambert-Closse (French section)	Jérôme-LeRoyer	16	230	6
14	Ahuntsic	P.S.B.G.M.	17	276	27
14	Immaculata	Sainte-Croix	17	600	15
14	Laurendeau-Dunton (French section)	Sault-St-Louis	17	682	4
14	Ste-Colette	M.C.S.C.	17	443	3

CLASSIFICATION OF SCHOOL ACCORDING TO THEIR SYNTHETIC INDEX VALUE

RANK	SCHOOL	SCHOOL BOARD	SYNTHETIC INDEX VALUE	NUMBER OF STUDENTS IN THE SCHOOL	PERCENTAGE OF IMMIGRANTS (%)
14	Keith	P.S.B.G.M.	17	569	16
14	Herbert Symonds	P.S.B.G.M.	17	336	21
15	Resurrection	Sault-St-Louis	18	483	10
16	Frédéric-Ozanam	M.C.S.C.	19	482	0
17	Father Penny	Sainte-Croix	20	250	10
18	Victoria	P.S.B.G.M.	21	351	31

APPENDIX

This appendix contains a precise definition of each of the variables used in this study and a table giving the basic data, i.e., the value for each variable for each school or group of schools.

DEFINITION OF VARIABLES

Code	Definition of variables
A	The number of families with one or more children under 18 years of age and with a total income in 1970 of less than $5,000. a year, as a percentage of the total number of families with one or more children under 18 years of age;
B	The number of families with one or more children under 18 years of age and with a total income in 1970 of more than $10,000 a year, as a percentage of the total number of families with one or more children under 18 years of age;
C	The number of women with one or more children under 18 years of age and with 7 years or less schooling, as a percentage of the total number of women with one or more children under 18 years of age;
D	The number of women with one or more children under 18 years of age and with 12 or more years of schooling, as a percentage of the total number of women with one or more children under 18 years of age;
E	The number of men with one or more children under 18 years of age and who are manual workers, as a percentage of the total number of men with one or more children under 18 years of age;
F	The number of men with one or more children under 18 years of age and with an administrative, professional or technical occupation, as a percentage of the total number of men with one or more children under 18 years of age;
G	The number of single-parent families with one or more children under 18 years of age, as a percentage of the total number of families with one or more children under 18 years of age;
H	The number of men with one or more children under 18 years of age and who were out of work (i.e. unemployed or disabled) in June 1971, as a percentage of the total number of men with one or more children under 18 years of age;
I	The number of persons between 15 and 18 years of age who did not attend school full-time during the 1970-71 school year, as a percentage of the total number of persons between 15 and 18 years of age;

Code	Definition of variables
J	The number of families with five or more children, as a percentage of the total number of families with one or more children under 18 years of age;
K	The number of families with one or more children under 18 years of age and whose head arrived in Canada between July 1961 and June 1971, as a percentage of the total number of families with one or more children under 18 years of age.

VALUE TAKEN BY EACH VARIABLE FOR EACH SCHOOL OR GROUP OF SCHOOLS

SCHOOL	Poverty A	Wealth B	Low schooling C	More schooling D	Manual workers E	Professionals F	Single-parent families G	Unemployed H	School attendance I	Large families J	Immigrants K
A. Montreal Catholic School Commission											
Laurence O'Toole	10	33	73	3	83	0	3	17	23	4	16
Edward Murphy	10	43	59	6	76	9	9	12	15	4	23
St-Aloysius	15	44	57	0	75	10	12	28	32	12	19
St-Dominic's	55	10	57	11	89	0	21	32	28	3	28
St-Anthony's	46	17	62	3	88	4	24	38	41	17	10
St-Gabriel's	35	26	54	4	75	5	21	28	33	19	5
St-John Bosco	18	31	76	3	88	1	5	12	29	2	28
John XXIII	24	22	68	4	88	1	12	14	24	5	28
St-Patrick's	32	18	75	2	96	2	11	17	41	6	60

SCHOOL	VARIABLES										
	A	B	C	D	E	F	G	H	I	J	K
Our Lady of Mount Royal	51	13	76	2	88	5	10	20	47	7	60
Nazareth Luke Callaghan Memorial	28	21	77	2	89	2	10	14	39	7	47
St-Francis of Assisi Mother Seton	27	26	57	8	82	5	11	19	26	1	27
John Cabot	16	32	80	2	89	4	7	16	24	2	32
Holy Family	23	21	80	3	86	2	6	21	33	3	37
Our Lady of Consolata	22	14	87	4	92	1	5	16	35	2	46
Eugenio Pacelli	21	29	80	4	87	2	6	12	21	1	39
Francesca Cabrini	21	21	83	2	91	3	4	18	29	3	38
Our Lady of Charity St-Finnbarr's St-Michael's	18	24	76	3	90	2	7	18	29	2	29
St-Dorothy's	19	27	81	2	89	2	6	20	38	1	31
Emmett Mullaly	20	23	70	4	86	3	4	23	46	1	25
Our Lady of Pompei	13	33	84	3	86	4	4	14	14	2	30
Regina Pacis St-Alice's	13	21	77	4	85	4	4	16	20	2	29
All Saints	15	33	63	4	75	10	9	14	29	4	20
Frederick Banting	15	34	61	7	76	10	6	16	24	3	21

SCHOOL	A	B	C	D	E	F	G	H	I	J	K
Holy Cross	17	21	55	8	82	7	13	15	30	6	25
St-Columban's	10	23	72	5	80	6	8	14	22	1	25
Gerald McShane	11	32	66	8	79	7	3	18	24	4	22
Emily Carr	20	21	81	2	88	2	5	17	29	2	44
Jeanne-Leber	33	19	64	1	81	4	17	32	46	15	0
Charlevoix	37	26	64	0	70	9	23	21	49	14	0
Ludger-Duvernay	31	20	52	7	73	7	18	29	32	8	0
Barthélémy-Vimont	25	23	27	14	67	12	14	23	23	3	18
St-Charles and annexe	37	15	64	2	80	4	18	35	32	10	1
Ste-Cunégonde	41	13	72	3	88	0	22	40	38	15	0
St-Joseph	58	10	78	1	99	0	30	51	49	29	1
Victor-Rousselot	37	16	70	1	81	2	20	29	41	11	0
St-Zotique	28	18	65	3	79	4	16	30	37	10	0
Ste-Clotilde	35	15	55	3	82	0	21	25	49	10	0
Notre-Dame-de-Grâce annexe	18	39	33	7	63	8	18	16	20	4	4
Champagnat Laurier	35	21	51	6	71	10	22	32	32	6	1
Champlain	42	17	71	2	84	4	27	30	53	9	2

SCHOOL	A	B	C	D	E	F	G	H	I	J	K
Cherrier	36	21	56	10	71	13	25	39	27	6	5
Frontenac St-Anselme	33	20	63	4	78	6	16	27	36	10	3
Garneau Salaberry	45	11	65	3	78	4	31	30	35	10	3
Gédéon-Ouimet St-Eusèbe	33	24	57	5	79	5	23	29	41	8	2
Jean-Jacques-Olier	45	14	61	10	86	8	28	37	44	10	9
Lartigue and annexe	48	13	66	3	78	2	29	41	40	15	1
Louis-Hippolyte-Lafontaine	34	20	46	7	75	7	24	30	37	8	1
Marguerite-Bourgeoys	50	12	65	4	78	7	38	43	53	11	0
St-Enfant-Jésus	44	16	60	4	70	10	28	39	46	11	4
St-Jacques	56	9	59	6	79	7	32	48	37	14	3
St-Jean-Baptiste	59	12	64	3	90	2	32	39	42	9	5
Ste-Brigide	46	15	71	3	84	3	25	35	41	13	1
St-Jean-de-la-Lande and annexe	24	25	49	7	73	7	18	23	33	4	1
St-Ambroise and annexe	30	26	48	7	64	11	24	23	33	6	2
St-Etienne and annexe	29	18	44	6	75	6	25	21	30	8	2
St-Grégoire-le-Grand	25	22	46	9	71	10	22	15	22	2	2
St-Gabriel-Lalemant	24	23	34	16	63	10	20	11	14	0	9

SCHOOL	A	B	C	D	E	F	G	H	I	J	K
Bienville and annexe	23	20	48	6	74	8	13	19	40	4	2
St-Noël-Chabanel	24	22	37	8	73	8	17	24	27	4	3
St-Rémi	21	31	36	10	60	11	11	16	17	2	3
Notre-Dame-de-la-Merci	21	24	44	7	73	9	7	20	32	13	4
St-Simon-Apôtre	15	43	26	12	51	18	11	16	21	3	8
Louis Dupire	20	26	39	9	66	14	16	19	25	2	3
St-Clément St-Paul-de-Viauville	23	29	51	3	75	6	17	23	27	8	1
St-Nom-de-Jésus	28	22	60	4	74	7	17	23	36	5	0
St-Emile	22	30	31	11	71	11	20	23	18	4	1
St-Donat and annexe	16	31	37	9	65	13	14	19	22	2	2
St-Joseph de R.D.P. annexe	30	18	47	4	78	3	9	26	43	18	0
St-Joseph de R.D.P. Notre-Dame de la Paix	29	27	49	2	84	6	18	23	37	11	0
Notre-Dame de Fatima	10	48	42	6	77	3	20	18	28	15	0
Notre-Dame de Fatima annexe	21	16	51	10	72	10	5	42	41	9	2
Fernand Gauthier	14	44	36	5	68	8	6	27	28	11	4
Ste-Marthe and annexe	15	44	45	14	67	19	9	13	41	5	11
Le Carignan	13	41	22	16	48	21	10	17	24	3	6

SCHOOL	A	B	C	D	E	F	G	H	I	J	K
Jules-Verne	20	34	23	15	61	20	13	15	26	3	6
Adélard Desrosiers	15	38	24	20	50	24	7	15	30	2	3
Jean-Nicolet St-Camille-de-Lellis	15	36	34	12	65	14	11	17	25	5	1
Louis-Fréchette Ste-Gertrude	18	35	38	8	69	11	11	20	27	6	4
Ste-Colette	12	50	22	18	49	28	8	15	21	7	3
Frédéric-Ozanam	11	52	19	17	42	31	6	9	15	7	0
Jacques-Viger	30	20	73	2	85	4	15	28	41	10	0
Marie-de-l'Incarnation and annexe	19	26	48	8	72	7	14	18	27	5	2
Dollard-des-Ormeaux	17	30	52	4	75	6	13	22	32	3	1
Notre-Dame-du-Perpétuel-Secours	22	27	50	3	81	2	15	20	29	7	2
Lambert-Closse	43	20	65	1	76	6	16	35	36	19	2
St-Louis	37	20	61	5	81	3	23	34	42	13	1
Marie-Rivier	21	31	42	6	79	4	10	21	30	8	2
Montcalm Ste-Lucie	19	26	38	7	76	9	9	22	31	4	2
St-Vincent-Marie-Strambi	16	33	39	8	67	12	13	20	23	3	1

SCHOOL	A	B	C	D	E	F	G	H	I	J	K
Philippe-Labarre	14	37	43	9	68	9	9	16	25	5	4
Théodore-Viau	26	39	36	7	72	11	23	16	24	3	1
St-Jean-Baptiste-de-LaSalle	28	24	50	5	74	8	21	19	29	5	1
Notre-Dame-de-l'Assomption	25	31	56	9	68	8	18	16	30	7	0
La Nativité	30	21	61	4	81	4	20	28	30	7	1
Ste-Jeanne-d'Arc	32	21	55	6	75	7	18	23	33	5	1
Adélard-Langevin Malvina-Marchand	32	21	65	1	82	2	18	30	37	12	1
St-Mathias-Apôtre	31	21	58	3	73	5	20	30	36	9	0
Baril	30	23	64	3	74	7	18	28	32	10	3
Basile-Routhier	19	37	34	9	64	12	18	20	28	2	3
St-Barthélémy	25	26	40	9	75	11	15	20	22	3	1
Ste-Gemma-Galgani	30	19	51	7	74	7	23	21	25	6	2
Marie-Anne	35	24	60	4	78	2	19	37	27	8	3
St-Barthélémy annexe	23	22	31	10	61	6	16	21	40	4	1
St-Arsène	22	25	48	8	70	13	21	20	26	4	4
Ste-Bernadette-Soubirous	24	27	39	11	72	10	19	21	27	2	3
St-Bernardin and annexe	18	30	42	8	75	10	12	22	25	2	2
Ste-Cécile	29	22	43	9	68	7	16	22	30	6	2

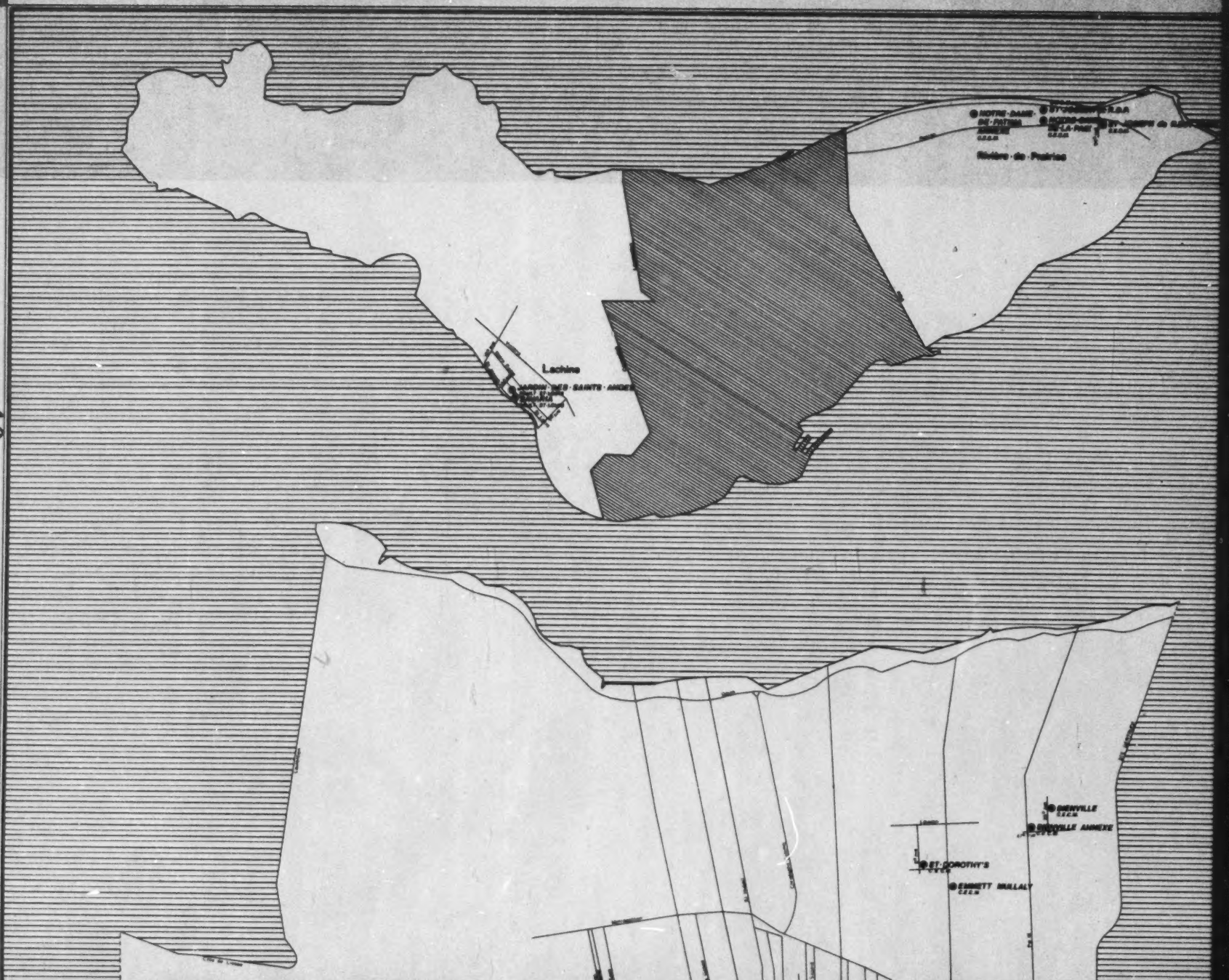
SCHOOL	A	B	C	D	E	F	G	H	I	J	K
B. Protestant School Board of Greater Montreal											
Victoria	25	53	11	52	31	55	22	12	15	2	31
Coronation	27	32	16	22	50	19	15	13	18	3	36
Bedford	30	28	29	19	53	17	16	15	19	3	48
Woodland	26	26	31	3	71	10	21	17	24	3	4
Devonshire	39	18	61	15	77	14	16	22	33	7	33
Maisonneuve	34	25	49	6	78	11	20	25	37	6	10
Royal Arthur	56	8	57	4	84	4	33	36	47	13	8
Lorne Riverside	42	16	49	4	86	3	30	31	41	10	1
Bannantyne	37	16	45	3	79	3	26	15	34	4	7
Keith	15	43	14	18	50	27	11	9	28	2	16
Herbert Symonds	24	43	14	29	47	38	24	9	21	3	21
Peace Centennial	30	24	47	9	66	16	19	24	29	6	10
Sinclair Laird	28	21	52	13	80	6	8	11	28	1	51
Barclay	35	16	64	10	85	4	8	10	37	1	49
Alfred Joyce	32	21	58	15	74	12	11	15	36	4	38
Guy Drummond	29	27	49	19	67	19	12	14	26	5	34

SCHOOL	A	B	C	D	E	F	G	H	I	J	K
Edward VII	42	13	72	8	87	5	13	16	45	4	48
Bancroft	25	32	74	8	87	4	21	14	24	3	40
Westbrook	36	14	25	15	68	9	9	15	31	6	12
Ahuntsic	20	42	27	28	53	30	11	13	23	0	27
Maple Hill	23	33	37	13	68	17	13	19	31	4	11
Ogilvie	21	32	38	13	68	15	10	14	23	4	14
Connaught	16	35	38	10	66	11	11	14	31	4	3
C. Verdun Catholic School Commission											
St-Willibrord	24	30	38	6	76	7	25	15	42	6	6
Place aux Jeunes Notre-Dame-de-la-Paix	22	21	45	3	73	8	12	19	33	5	0
Notre-Dame-Auxiliatrice	22	26	53	4	80	3	18	19	21	5	0
Notre-Dame-des-Sept-Douleurs	24	23	47	5	72	7	17	22	29	4	0
Elémentaire Richard	22	24	53	4	74	8	18	24	29	5	0

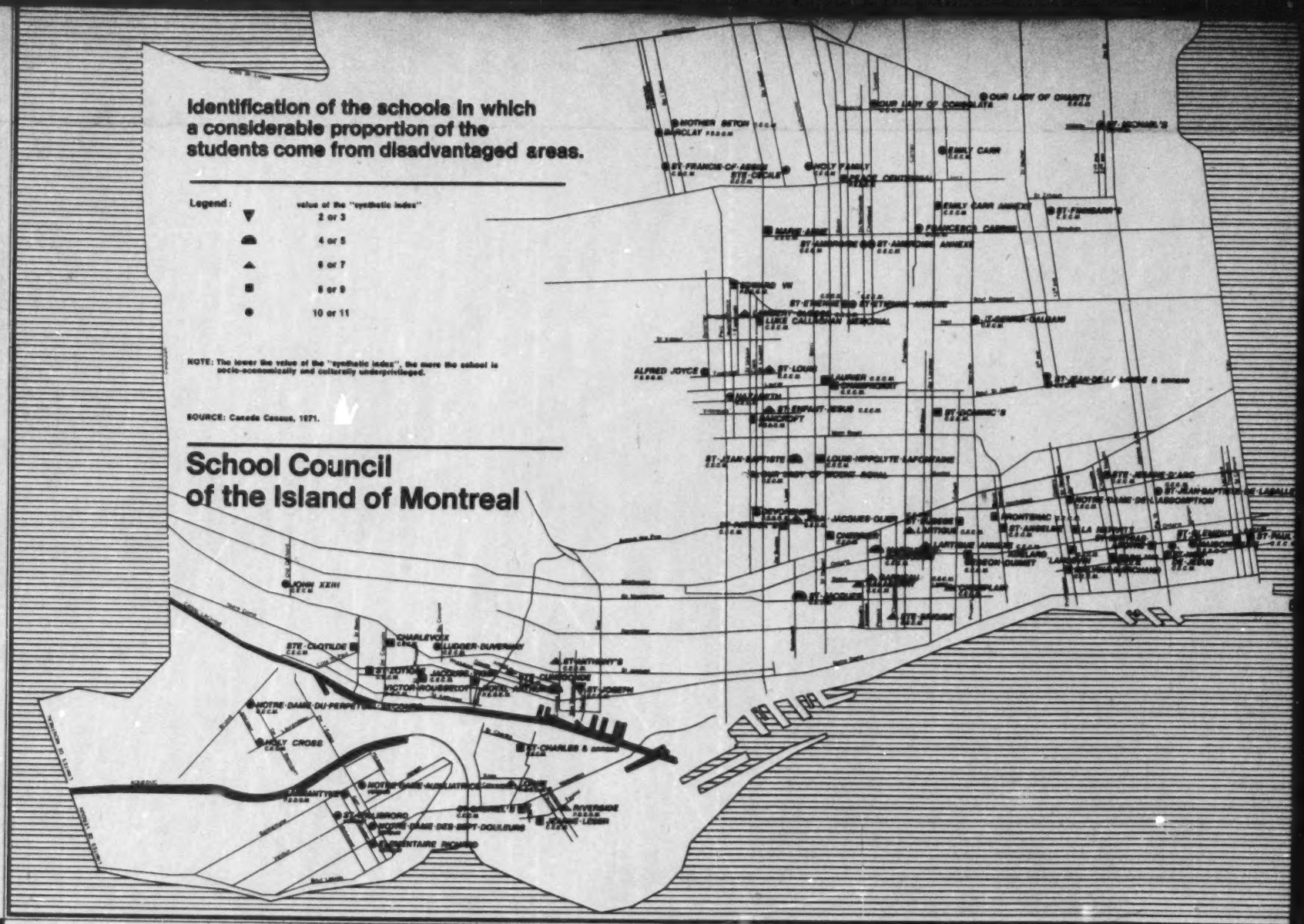
SCHOOL	A	B	C	D	E	F	G	H	I	J	K
D. Jérôme-LeRoyer School Board											
McLearon	16	37	40	5	64	14	16	16	9	5	5
Dante (English section)	16	44	68	10	70	13	3	22	25	2	23
Lambert-Closse (English section)	18	44	66	6	87	10	1	12	30	0	12
Alphonse-Pesant (English section)	15	40	77	4	86	3	3	16	14	2	28
Coubertin (English section)	13	54	78	4	82	4	0	17	30	0	29
Honoré-Mercier (English section)	13	38	60	6	77	3	2	16	42	4	31
Wilfrid-Bastien (English section)	8	38	56	13	74	14	3	18	56	0	26
Ste-Germaine-Cousin De la Rousselière	14	29	45	7	73	11	8	19	25	9	1
St-Octave	18	33	50	6	77	7	12	24	25	8	0
Cardinal-Léger	14	34	45	11	76	9	10	20	35	8	1
St-Joseph	19	22	39	12	73	8	11	20	27	5	3
Dante (French section)	14	42	18	21	49	29	16	19	24	4	8
Lambert-Closse (French section)	17	53	22	22	42	38	19	17	45	3	6
Alphonse-Pesant (French section)	13	49	25	20	55	21	14	12	24	4	4
Coubertin (French section)	15	46	24	12	41	26	14	14	31	0	6
Honoré-Mercier (French section)	15	36	28	20	57	19	12	12	35	3	5

SCHOOL	A	B	C	D	E	F	G	H	I	J	K
Wilfrid-Bastien (French section)	18	53	24	18	54	26	12	18	19	7	1
René-Pelletier	21	29	50	6	73	11	11	28	24	6	0
Montmartre	15	37	32	11	75	9	9	18	26	5	1
Félix-Leclerc	5	45	26	12	59	17	7	17	25	8	0
François-Labernarde	16	42	38	17	62	16	7	18	19	8	2
St-Marcel	14	47	37	13	64	13	10	13	25	6	0
Paul-Gratton	10	37	39	10	74	8	8	11	25	5	0
Marguerite-Bourgeoys	15	31	42	10	75	9	8	19	16	5	0
St-Enfant-Jésus	15	33	47	7	65	15	8	20	24	8	3
E. Sainte-Croix School Board											
Father Penny	6	59	18	20	29	32	14	6	14	1	10
Immaculata	16	43	16	23	43	28	17	7	28	5	15
Notre-Dame-du-Bois-Franc	21	34	37	17	66	14	13	21	36	8	7
Pie-XII											
Lajoie	19	41	27	29	44	35	23	15	16	9	12

SCHOOL	A	B	C	D	E	F	G	H	I	J	K
F. Sault-St-Louis School Board											
Laurendeau-Dunton (English section)	11	38	32	11	60	15	9	8	21	3	12
Blessed Sacrament	16	29	45	4	74	9	11	9	25	8	13
Résurrection	14	50	14	25	41	29	11	8	16	6	10
Clément	21	30	24	19	67	11	15	21	6	11	16
Laurendeau-Dunton (French section)	8	45	28	14	56	17	6	11	23	2	4
Bélanger Martin	20	33	45	4	78	7	11	15	32	5	1
Savaria Jardin des Saints Anges	20	31	54	5	78	7	10	25	31	8	1
Henri-Forest Immaculée	12	36	29	11	67	7	7	17	22	6	2
Henri-Dunant Monseigneur Boileau	15	30	35	4	77	5	8	18	20	4	1
G. Baldwin-Cartier School Board											
Jacques-Bizard	20	30	43	10	71	9	6	26	24	7	0



Identification of the schools in which


Identification of the schools in which a considerable proportion of the students come from disadvantaged areas.
Legend:
value of the "synthetic index"
2 or 3
4 or 5
6 or 7
8 or 9
10 or 11
NOTE: The lower the value of the "synthetic index", the more the school is socio-economically and culturally underprivileged.
SOURCE: Canada Census, 1971.
School Council of the Island of Montreal